



Creating Effective Safety Cultures for all Students

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Expectations for Session

Objectives

You will leave today understanding:

- how to develop an effective safety culture in your classroom;
- how to allow **all students**, including those with special needs, to access core instruction, especially as it relates to safety; and
- how to use safety tests correctly, including appropriate accommodations, modifications, and differentiation techniques.

We'll tackle today:

- What are the characteristics of an effective safety test and safety culture?
- How do you create an effective classroom environment for all students, including students with special needs?



Characteristics of Effective Safety Cultures & Safety Tests

Characteristics of Effective Safety Cultures

An effective safety culture is one where:

- the classroom environment mirrors the aligned workplace environment (ongoing daily activities and habits all year);
- all students have access to core instructional content; and
- all students develop the knowledge and skills necessary to be successful at the next stage of the pathway.

An effective safety culture is NOT:

- based only on one safety test that is taken, filed, and forgotten;
- complicated rules that only apply for the first few weeks of class; or
- copied from another class, despite being a different subject area.

Challenges with Developing Effective Safety Cultures

Ineffective safety cultures and practices can result in the following:

- An unintended **barrier** to your classroom
 - inability of all students to be successful in your pathway
 - specific populations being specifically kept away from your classroom
 - lower enrollment than possible, resulting in fewer concentrators

Characteristics of Effective Safety Tests

An effective safety test:

- includes technical knowledge and skills necessary for safe student participation in all course required activities, as outlined in subject-specific standards, such as:
 - proper use, handling and storage of equipment and tools,
 - processes and procedures unique to environment, and
 - applicable governing rules, regulations and laws; and
- mirrors what students would find in postsecondary training or in the workplace (differentiated by subject area).

An effective safety test is NOT:

- a “reading” or “writing” test, or
- the sole reason to keep specific students from registering for a course.

Developing Quality Safety Cultures

1. What is a challenge you have faced implementing an effective safety test?
2. What is a challenge you have faced providing all students—including those with special needs—access to your course content, including content around safety?
3. What is a best practice you can share around safety tests and cultures?



Creating a Classroom Environment for All Students

Creating a Classroom for All Students: Beliefs

- All students can learn and demonstrate growth (**ALL means ALL**)
- Specialized instruction is a continuum of services (not a place)
- Relationships and collaboration (tearing down silos of education) so stakeholders will focus on decisions that are best for **ALL** students
- Responsibility and accountability in teaching and supporting **ALL** students
- Strong leadership at all levels to ensure that students are supported in the **least restrictive environment**
- High quality professional learning empowers all stakeholders and builds capacity for the success of **ALL** students

Creating a Classroom for All Students: Overview

How can you ensure your classroom is a place for the success of all students?

1. Understand who students with special needs are
2. Be able to identify and differentiate between needs, concerns, and deficit areas
3. Effectively utilize accommodations, modifications, and differentiation in your instruction
4. Employ “Universal Designs for Learning” (UDL)
5. Reflect on your current practice and continue to improve using available resources

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Who Is Eligible for Special Education?

Individuals with Disabilities Education Act (IDEA) defines a student with a disability as:

(3) Child with a disability.--

(A) In general.--The term 'child with a disability' means a child--

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, needs special education and related services.

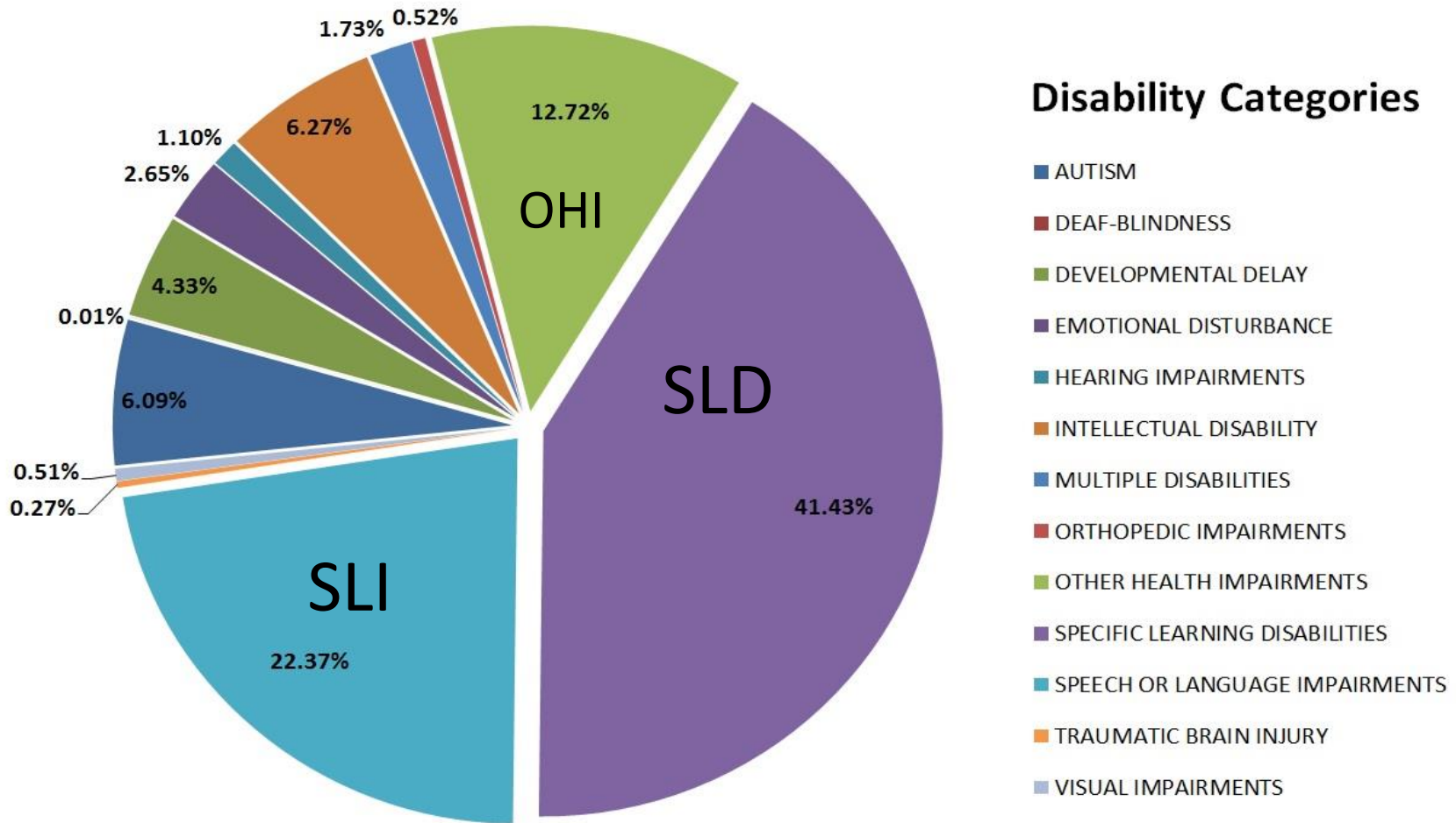
IDEA Title I A 602.3

Who are the students with disabilities in your school?

The Tennessee Department of Education, in accordance with IDEA, identifies the following disabilities:

- Autism (Autism)
- Deafness (Deafness)
- Multiple Disabilities (MD)
- Deaf-Blindness (Deaf-Blind)
- Developmental Delay (DD)
- Emotional Disturbance (ED)
- Functional Delay (FD)
- Hearing Impairment (HI)
- Intellectual Disability (ID)
- Intellectually Gifted (IG)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disabilities (SLD)
- Speech-Language Impairment (SLI)
- Traumatic Brain Disorder (TBI)
- Visual Impairment (VI)

Number of Students Within Each Eligibility Category



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Areas of Deficit for High Incidence Disabilities

- Reading at grade level
- Writing at grade level
- Math at grade level
- Organization
- Decision-making
- Planning
- Expressive communication
- Receptive communication
- Articulation
- Self-advocacy, self-determination

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Accommodations

Accommodations change the **“how.”**

Must address:

- Core instruction participation and access
- Assessment participation and access
- Student’s entire school day; not limited to literacy and math

Modifications

Modifications change the “what.” This is a very **significant** decision that should only be considered as a **last resort**.

- Scaffolding, accommodations, support, interventions, and additional adult assistance should all be tried first with data collected to determine effectiveness and fidelity of each accommodation.
- Modifications are restrictive by nature. They are only the Least Restrictive Environment (LRE) once all other options have been implemented with fidelity and data has been collected. Only then can we determine that modifications are required.

Considerations of Service Delivery or Differentiation

- Least Restrictive Environment
 - All students are general education students first
 - All students receive high quality core instruction— for students with the most significant needs, the “how” and “where” is the “I” in IEP (individualized education program)
- Areas of deficit
- Intervention required to meet student’s need
 - Directly linked to the measurable annual goals (MAGs)
 - A person is not an intervention

Considerations of Service Delivery or Differentiation

- Student independence
 - The MAGs should be increasing the student's skills so he or she requires increasingly less accommodation/modifications the following year.
- Collaboration between general and special education teachers
- Training support for staff/peers
 - May be noted in the MAGs under “details—supplementary supports for school personnel”

Example: A child has a visual schedule. A special education professional would provide a fifteen minute training to all staff on that particular schedule.

Differentiation for High Incidence Disabilities

- Text-to-Speech (Read Aloud)
- Scripting or Scribe
- Prompting
- Visual reminders, directions, or cues
- Modeling
- Calculator
- Calendar or agenda for long-term projects
- Completed notes
- Graphic organizers
- Model assignments or problems
- Modified rubric
- Extended time

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Specially Designed Instruction Universal Design for Learning

- Does not mean working at a lower level, nor does it weaken the curriculum or change the standard
- Is not the same as an accommodation
- Is specific to **skills deficits**, not a particular subject or content area
- Focus on the importance of:
 - Multiple means of representation
 - Multiple means of action and expression
 - Multiple means of engagement

Resources:

www.cast.org

www.udlcenter.org

https://www.montgomeryschoolsmd.org/departments/hiat/udl/UDL_intro.pdf

<http://www.gpb.org/education/common-core/udl-part-1>

<http://www.gpb.org/education/common-core/udl-part-2>

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Creating Effective Safety Culture for ALL Students

How can students be assessed for safety skills within the CTE environment?

- Written exam
- Modeling
- Role-Playing
- Oral Examination
- Authentic interaction
- I Do, We Do, You Do
- Multiple opportunities to practice or assess

Reflect On Your Current CTE Classroom

- How can I differentiate for all students?
 - During instruction?
 - During assessments?
- What in my classroom already meets Universal Design for Learning?
- Who can I contact for support, problem-solving, and brainstorming?
- How can I ensure learning for all?



Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork

